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of the fact that these high schools are playing a small part in the lives of their pupils."

The study seems, on the whole, to have been carefully planned and conducted. While the statistical treatment and the graphical representation are not in every case the most significant and in the clearest form, the tables contain a mass of suggestive material which those engaged in secondary-school administration should find interesting and instructive.

The measurement movement and school administration.—There is a growing feeling among those interested in promoting scientific studies in education that the testing movement will make little further progress until existing types of tests have been found effective in a wider range of specific services for the improvement of school work. Taking the position that the present situation justifies the use of the various types of objective measurements as supplementary sources of knowledge with which to check the commonly employed standards of judgment and practice, a recent study¹ attempts to show how the results of these tests may be applied to certain administrative problems.

The pupils included in the study were those of the three grades, VII, VIII, and IX, of the junior division of the University High School at Eugene, Oregon. Three types of measurements were employed—general intelligence tests, standardized educational tests, and physical or anthropometric measurements. The particular tests used were, with the exception of one in language and one in first-year algebra which have been developed at the University of Oregon, those which are familiarly known throughout the country.

The first application of the results of measurement to practical school procedure which the author attempts to demonstrate is in the grouping of ninety-five pupils on the basis of intelligence. Six experienced teachers were asked to assign each pupil to a rank of from I to X in order of intelligence. The pupils of each of these groups were then ranked, being numbered 1, 2, 3, etc., all pupils being thus ranked in order of intelligence in a single series. Having provided the best possible conditions favoring an intelligent judgment on the part of the teachers—they being asked to rate only pupils with whom they were intimately acquainted, being cautioned concerning certain probable errors, and given ample time for consideration of each case—the writer thinks the "results represent a close approximation to the best results to be obtained by the method of estimation." The actual correlation between these results and the results of testing the same pupils with the Stanford Revision of the Binet Tests was found to be 0.68.

Assuming that these ten groups correspond to certain ranges of the I.Q. as found by the Stanford Tests—i.e., Group I is taken to represent an I.Q. of 140 or above, Group II including those with an I.Q. of from 130 to 139, etc.—a

¹ GILES MURREL RUCH, *A Study of the Mental, Pedagogical and Physical Development of the Pupils of the Junior Division of the University High School, Eugene, Oregon*. University of Oregon Publication, Vol. I, No. 7. Pp. 48.

table is presented showing the difference in the placement of the pupils by the two methods, each pupil's displacement when ranked by the method of estimation being expressed in terms of the number of groups by which he is removed from his rank when rated by the method of testing. It is thus shown that 16.9 per cent of all pupils are correctly placed by the method of estimation and that 61.3 per cent are either correctly located or not seriously displaced. There remains, however, one pupil out of every five who cannot be so rated without serious error; and an analysis of the condition of several such cases indicates that these are the very pupils who stand in the greatest need of classification in terms of ability. It is therefore concluded that while the method of estimation in grouping pupils on the basis of intelligence may show a high degree of reliability in the mass, it fails in the case of those pupils most in need of accurate classification; hence reliance should be placed rather in the results of testing.

Similar comparisons are made for the use of measurements in dealing with the problems of promotion, acceleration, and retardation, the determination of standards of attainment for pupils of different abilities, and in diagnosing individual cases of special difficulty.

The study presents certain findings concerning the student group tested and offers interesting material for the consideration of the student of educational psychology as well as for those concerned primarily with the use of tests in school administration.

An English view of modern languages.—A recent book¹ from the hands of two English educators discusses in somewhat broad fashion the place and practices of modern language teaching in that country since the war. Frankly discarding the plea of commercial and professional utility, which might indeed be pressed with greater show of reason on their side of the Atlantic, the authors rest the case for foreign languages in the general curriculum squarely on the humanistic grounds of the enlarged social and intellectual outlook afforded. As might be expected, therefore, considerable emphasis is laid on the historical and cultural background of the countries concerned as an integral part of such instruction.

In a book published so shortly after the close of hostilities it is interesting to note the valor with which the authors champion the right of German to the place next French in English courses of study. But, perhaps in remembrance of the better part of valor, the discussion of methods and all illustrations are confined to French. In view of the present movement to introduce Latin in our own intermediate grades, we may well note as coming from Englishmen the reminder that Latin, as opposed to modern languages with suitable children's literatures, "is emphatically a language to begin late."

¹ H. G. ATKINS and H. L. HUTTON, *The Teaching of Modern Foreign Languages in School and University*. New York: Longmans, Green & Co., 1920. Pp. viii.+246. \$1.90.